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## LE CORDONNIER.

Les joueurs forment un cercle en se tenant par les deux bouts d'un mouchoir.

Le cordonnier, choisi par le sort, se place au centre, assis par terre ou à genoux. Si c'est une cordonnière, on lui donne un tabouret.

Tout en simulant les opérations de son métier, le cordonnier dit avec volubilité :

*Le cordonnier.* "Allons, belles, belles, des souliers,  
Que j'en essaie à vos jolis pieds."

Tout le monde, tournant et courant le plus vite possible, lui répond :

"Essayez ! essayez ! essayez !"

Alors, en étendant les bras, et sans quitter sa place, il tâche d'arrêter une pratique en saisissant le bas d'une robe ou la jambe d'un pantalon.

La personne atteinte donne un gage et devient cordonnier.

## LE CHAT ET LES SOURIS.

Écouter trotter dans le mur  
Les petites souris grises,  
Nous les verrons, soyez en sûr,  
En peu de temps surprises.

En voici une qui veut sortir,  
Minet lui fait la chasse ;  
Petite souris, tu vas mourir,  
Oh, regagne vite ta place.

Les enfants représentent le mur.

## FOURTH GRADE.

## THE RELATION OF THE FARM TO THE FOOD SUPPLY OF THE CITY

GERTRUDE VAN HOESEN.

A TRIP to a large farm will be necessary immediately to find out: (1) what we get from the farm; (2) how the products are prepared before they are shipped; (3) what facilities the farmer must have in order to meet the demands of the city; (4) the care of domestic animals.

On their return, the children will make a special study of four of our principal foods—milk, butter, bread, and meat. This can be done only by means of practical experiments in the cooking-room. The children will examine milk, and make butter and bread for their luncheons.

*Milk.*—(1) How much butter can be made from a gallon of cream? Experiment. (2) How much milk is required to produce a gallon of cream? Experiment. (3) How much milk is required to produce a pound of butter? With the data obtained through experiments, the children will visit a creamery, or large dairy, to investigate this industry, and see how their data compare with those of the dairy.

The study of bread and meat will require excursions to bakeries, flour mills, and some departments of the Stock Yards.

All this work will necessitate a great deal of reading, writing, and number. Records made by the children will be published after the work has been finished.

#### TRANSPORTATION.

ELSIE A. WYGANT.

In connection with the farm work the children will consider the subject of transportation—means of getting the farm products to Chicago.

Two trips will be immediately necessary for this work: (1) To South Water street, to see the supplies brought daily in wagons from the surrounding truck farms, and to the docks at the foot of Michigan avenue. Here, if possible, we shall take a boat to get a view of the harbor and its adaptation to commerce. (2) To railroad yards and shops, where may be seen the different kinds of freight cars, both ready for use and in the various stages of construction; the casting of wheels; making of the parts of an engine and the putting together of these parts; switching station and freight depot. All this may be seen at the Rock Island railroad shops on Wentworth avenue and Forty-seventh street.

Before the second trip is taken, the making of a train will be suggested, each child to construct one car, which, after summer school, is to be his personal property.

The problem of propelling the train will be presented to the class immediately, and if any child is sufficiently interested in mechanics to wish to work out this problem, help and the necessary material will be furnished him for his experiment. (This problem was worked out in electricity by a boy in the fourth grade during the past year. For details see *ELEMENTARY SCHOOL*

TEACHER, Vol. II, No. 10.) Should such attempts fail, a toy engine will be secured, so that opportunity may be given for play with the train before the close of the school.

In preparation for the trip to the railroad yards the class will divide itself into committees to be responsible for getting certain information necessary to the construction of the cars, as : dimensions of cars, axle, rail; how truck is made, doors made to slide, wheels adjusted to axle, etc. Upon our return, these data will be written out and put into the possession of the class.

The cars will be made to a scale, probably one-fourth inch to a foot. The children will be given books from the library, and working drawings of cars secured from a railroad shop. A complete plan of the car will be made by each one before he goes into the shop for work.

As soon as the planning of the cars is completed, the modes of transportation in other countries, as well as the evolution of our own system, will be considered. This work will be wholly based upon a visit to the Field Museum, where there is an excellent and extensive exhibit.

*Literature.*—In connection with this work, stories of engineers will be told and read. Because the engineer presents a type of hero upon whose accuracy and nerve depend such important results, these stories seem to be especially well adapted to the fourth grade, where love of accuracy and admiration of skill have become a marked characteristic of the children. Cy Warman's "Stories of Engineer Life," *McClure's*, 1900-1901; ".007" and "The Ship That Found Herself," in Kipling's *Day's Work*; "The Pony Engine," in Howells' *Christmas Every Day in the Year*.

Some of the demands for number, reading, and expression which this subject may make are given below :

*Number.*—To gain some conception of the immensity of the world of transportation, in which armies of men are at work, these problems will be presented: (1) building cars on a given scale; (2) capacity of cars; (3) weight of a train; (4) rate of speed; (5) rate of speed today compared with former means of transportation; (6) amount of coal used for a certain distance at a given speed; (7) wages of an engineer; (8) estimate cost of transportation of a given product from the farm under consideration to Chicago; (9) relation to selling price of that product in Chicago; (10) while at freight depot ascertain the number of cars loaded in a day; (11) estimate number of cars loaded in a day in Chicago.

*Reading.*—(1) To gain information about the things seen at the museum ; (2) to gain information necessary to making the train ; (3) stories.

*Writing.*—(1) Recording individual observations for use of class ; (2) writing letters to railroad offices or employees for necessary information.

*Art.*—Drawing, painting, or modeling of things seen on the trips. Illustration of stories.

## FRENCH.

LORLEY ADA ASHLÉMAN.

## PROMENONS-NOUS DANS LES BOIS.

Une des personnes de la réunion fait le rôle du loup, une autre fait celui de la biche ; toutes les autres, se tenant par la robe, font la queue de la biche.

Le loup va se cacher, et tout le monde chante plusieurs fois en se promenant :

Promenons-nous dans les bois  
Pendant que le loup n'y est pas.

*La biche* [*parlé*]. 'Loup, loup, y es-tu ?

*Le loup.* Non . . . .

*Tout le monde.* Promenons nous dans les bois  
Pendant que le loup n'y est pas.

*La biche* [*parlé*]. Loup, loup, y es-tu ?

*Le loup.* Oui . . . .

*La biche.* Sauvons-nous ! . . . .

*Le loup.* Je suis loup, loup, qui te mangera.

*La biche.* Je suis bibiche qui me défendra.

*Le loup.* Défends ta queue !

L'enfant qui fait la biche empêche le loup de passer en étendant ses bras, et celui, ou celle qui fait le loup, tâche d'attraper la dernière personne ; quand elle y a réussi, cette personne est séparée de la queue, et quand le loup les a toutes prises, le jeu fini.

## OU EST LA MARGUÉRITE ?

Où est la Marguérite ?  
Oh ! gai ! oh ! gai ! oh ! gai !  
Où est la Marguérite ?  
Oh ! gai, franc cavalier.  
Elle est dans son château,  
Oh ! gai, etc.

Les murs en sont trop hauts,  
Oh ! gai, etc.

J'en abattraï un' pierre,  
Oh ! gai, etc.

Un' pierre ne suffit pas,  
Oh ! gai, etc.

J'en abattraï deux pierres,  
Oh ! gai, etc.

Deux pierres ne suffisent pas,  
Oh ! gai, etc.

Qu'est-ce qu'il y a dedans ?  
Un petit panier de pain à manger.  
Je vais chercher mon petit  
Couteau pour le couper.

Les enfants se groupent autour d'une jeune fille à genoux, et lui tiennent son tablier levé au-dessus de la tête. Chaque fois que l'enfant chante : "Où est la Marguérite ?" etc., dit : "J'en abattraï un' pierre," il essaye d'emmener une jeune fille du groupe, et ainsi de suite jusqu'à la dernière, qui tient toujours le tablier. Quand le franc chevalier dit : "chercher mon petit couteau," on lâche le tablier, et Marguérite s'enfuit, poursuivie par tout le monde.

#### IL ÉTAIT UN' BERGÈRE.

Il était un' bergère,  
Et ron, ron, ron, petit patapon ;  
Il était un' bergère  
Qui gardait ses moutons,  
Ron, ron,  
Qui gardait ses moutons.

Elle fit un fromage,  
Et ron, ron, ron, petit patapon ;  
Elle fit un fromage  
Du lait de ses moutons,  
Ron, ron,  
Du lait de ses moutons.

Son chaton la regarde,  
Et ron, ron, ron, petit patapon ;  
Son chaton la regarde  
Avec un air glouton,  
Ron, ron,  
Avec un air glouton.

Si tu y mets la patte,  
Et ron, ron, ron, petit patapon,  
Si tu y mets la patte  
Tu auras du bâton,  
Ron, ron,  
Tu auras du bâton.

Il n'y mit pas la patte,  
Et ron, ron, ron, petit patapon ;  
Il n'y mit pas la patte,  
Il y mit le menton,  
Ron, ron,  
Il y mit le menton.

La bergère en colère,  
Et ron, ron, ron, petit patapon,  
La bergère en colère  
A frappé son chaton.

Tous les enfants se mettent à la poursuite de celui qui joue "chaton."

#### LA BOULANGÈRE.

Cette ronde est fort animée et fort gaie. Elle est cependant d'une exécution très simple, et il n'est point nécessaire d'être danseur pour y prendre part. On commence par former un rond, et l'on tourne en chantant :

La boulangère a des écus,  
Qui ne lui coûtent guère, [*bis*]  
Elle en a, car je les ai vus.  
Vive la boulangère aux écus,  
Vive la boulangère !

Ici tout le monde s'arrête et se quitte les mains. Un couple (la boulangère et son soutien) se détache de la chaîne et entre dans le cercle. La boulangère s'avance ensuite en sautant vers le danseur qui était placé à sa

droite, de la main droite lui prend la main gauche, tourne avec lui, et revient faire de même avec son soutien, pendant que l'on chante le refrain :

J'ai vu la boulangère  
Aux écus,  
J'ai vu la boulangère.  
Vive la boulangère aux écus,  
Vive la boulangère !

La boulangère fait ainsi tourner tous ses cavaliers, en revenant chaque fois à son soutien. Toutes les filles doivent remplir successivement le rôle de la boulangère.

## EIGHTH GRADE.

KATHARINE M. STILWELL AND JENNIE HALL.

### CUBA.

THE idea upon which the work of the eighth grade will be founded is the industrial relations of countries. This basis has been chosen with the hope of making intelligent the interest that children have in current happenings.

It is planned to keep the work specific by studying the questions as illustrated in the conditions existing between Cuba and the United States. This makes necessary a consideration of recent congressional action in regard to sugar bounty, a study of Cuba's governmental history, of her industrial conditions, of the geography that influences industry, and of the scientific processes of sugar manufacture, together with some discussion of the general question of tariff. For convenience, this matter has been partitioned and labeled History, Geography, Science, Number, and Literature. These subjects are outlined below in slight detail.

*History.*—(1) Congressional action in regard to Cuban reciprocity. (2) Late Cuban war. Rapid story of interference of United States, with a brief study of military movements. (3) Spanish occupation : (a) story of discovery ; (b) people found there ; (c) Spanish characteristics (see literature) ; (d) method of government, in Spain, in Cuba ; (e) feeling between Cuba and Spain ; (f) story of Cuban rebellions. (4) Cuba at present : (a) racial constituents of people ; (b) industries followed ; industrial conditions as compared with those of Chicago, machinery, output, wages, exports and imports ;